

to work. She dwelt on the subject of the ideals that our founder has in view, viz., a nation physically and morally fit, one which loves books and nature, which lives to enjoy, ever more and more ardently, all that is just, true, and beautiful. She spoke of the great care which is exercised in the choice of the books for the programmes, and touched upon the debatable topic whether P.N.E.U. methods of work would succeed with large classes, and quoted Miss Mason as having said in answer to such a question, "As you would deal with one child, so you could and would deal with many." It was said that the interest aroused in the children was so great that unruliness, due to large numbers of children in a class, was not a difficulty one need expect to encounter. Miss Parish read several delightful examination answers sent up from Drighlington Council School. One about Robert Clive and another about Sir Launcelot would have delighted the heart of any teacher.

One member of the audience paid them the great compliment of doubting whether they could be genuine! They were answers showing accurate knowledge, the getting of which had evidently given much pleasure.

After Miss Parish's address, three demonstration lessons were given simultaneously:

Science, "Magnets," by Miss West Symes (1910).

Geography, "The Peak District," by Miss L. Macdonald (1909).

History, "Trafalgar," by Miss F. L. Reid (1909).

We had not expected that many people would stay to see the lessons, but were agreeably surprised to find that practically all did, so that the "classrooms" were taxed to the uttermost by the crowds of people anxious to see and hear. Great interest was also shown in N. N. B.'s, Handicrafts, Books of Centuries, and Pictures, which were on view, the

work of the P.U.S. children in this part of Scotland. In spite of the lateness of the hour many people remained to listen to or take part in the discussion which followed.

Mrs. Hood, Midfield—Miss Parish's hostess for the weekend—most kindly invited all the students to tea on Sunday afternoon, that we might have the pleasure of a "private view." We appreciated this opportunity very much, as otherwise we should have had only a fleeting glimpse of Miss Parish.

STUDENTS' ANNUAL MEETING. JULY 7TH, 1917.

MISS MASON'S PAPER.

My dear friends and colleagues, let me thank you for inviting me to speak to you to-day. I have much to say, but am certain that you will hear from a later speaker all that matters—a tale of thrilling interest, the little preface to which unfolded itself about this time last year in a village in South Wales where a council of three assembled. You will hear, as I have said, the gist of the matter from one who has initiated and cherished each development of the work, and who will, I hope, take you from place to place, from school to school, and give you some idea of our fears and hopes and of the exceeding great reward we have already found in a large number of schools.

You will notice that I give you a new title, and may wonder why. Of course we have always been colleagues, because we have the same principles at heart, are labouring towards the same end and *in the same way*. But a conviction has been borne in upon us which gives a new meaning to this fellowship of ours. We appear to hold

principles which are *discoveries* in education. I am not at all sure that great discoveries fall to the lot of very able or worthy persons. One has never heard great things of Signor Marconi, for instance. It is, in fact, the *discovery*, and not the discoverer, that is of consequence to the world. How discoveries, whether in the region of mind or of matter, come about, Coleridge has elucidated for us in a sentence with which I think you are familiar: "We can recall no incident of human history that impresses the imagination more deeply than the moment when Columbus, on an unknown ocean, first perceived that startling fact, the change of the magnetic needle! How many such instances occur in History, where the *Ideas* of Nature (presented to chosen minds by a higher Power than Nature herself) suddenly unfold, as it were in prophetic succession, systematic views destined to produce the most important revolutions in the state of Man!" And it is not only to laws of Nature that this principle applies.

I dwell upon this point because it is only by realizing how far we work on a few *newly observed* laws of mind that you will be able to show the difference between our work and educational work in general. We have been working on the lines of these discoveries for a quarter of a century: great results have been acknowledged in hundreds of letters, but our work has hitherto been merged in the general sum of progress, and what better could we desire? But we have come to a new stage in our development with Mrs. Petrie's successful introduction of the P.U.S. into the Drighlington School some three years ago. Before this it was possible to suppose that if a child were at home in a wide field of knowledge, and showed unusual keenness and power of attention, it was because he was a clever child, from a cultivated home, who had had a capable

teacher. But when it appeared that the children of illiterate parents, handicapped by a poor vocabulary, could do the same work at the same age in the same time as the more brilliant children of better homes, why, it became evident that we had found some of the "more things" that "Hamlet" hints at. The general results, in fact, are such as have never been attained before except by a genius here and there; and educational authorities, men of letters and scholars, as well as able and experienced teachers, recognize with frankness and enthusiasm that we have found the lever which Archimedes was in search of—a lever to raise the world!

Now great riches or unusual powers are attended by corresponding responsibilities, and that is why I am at pains to bring before you our position with regard to public education. I know the generous devotion you are capable of, and that you are on the instant prepared to take work in schools, elementary or other.

But I doubt if that is the work for which you and I are called upon. The heads of schools of every sort require a special qualification which you do not possess, and also, though this is of less importance, they are not prepared to pay the salaries which you receive. But if you may not teach the schools, what I think may soon be the case is, that you will be regarded as authorities on education in your several neighbourhoods, whether by teachers, managers, or Inspectors.

For this reason, we should all be ready to render a reason for the hope that is in us: it is a great hope—the hope of starting children in life with keen interest in the natural world, intellectual delights and resources, delight in art, moral enthusiasm, and religious knowledge and devotion. You have felt and known what it is to see the

daily fulfilment of this hope in your own children. But now a great door and effectual is opened to us; what was more or less individual is on the way to become national, and working men's children are in many places getting the full and delightful life your children get in the home school-room. They are, as a matter of fact, getting it very fully for a curious reason which I should like you to ponder. The highly intelligent teachers of their schools come to our method as a new thing which produces marvellous results. Evidence convinces them that children can, after a single reading, narrate a long passage, leaving out nothing, but putting in touches of imagination which show that they have visualized the scene or process. Now this, to teachers accustomed to get a very little knowledge in by dint of much labour, seems to be a sort of white magic, even when they know that such results are obtained by following a few of the laws of mind. They know that they have never had such results before, and that they can only get them by grasping the principles and following the instructions we lay down. This they do fully and exactly, and educational authorities write to us often that they have never seen under similar conditions such work as these children turn out.

Now, you are so used to our principles and methods that there is no room for surprise; and it is just possible you may let a lesson period slip by in pleasant, interesting talk about the subject, in question and answer, the reading of extracts and showing of pictures. All this is very interesting; but the children may not have performed throughout the lesson the act of *knowing* which results in clear, consecutive narration.

You will best advance our great cause by knowing, say, half a dozen of our principles thoroughly, expressing them

concisely, and practising them steadily with your pupils. Though you are familiar enough with them in the *Home Education Series* and, I hope, in the three pamphlets on "A Liberal Education," may I sum up a few of the points which you will, I think, make headway by treating as *discoveries*, because everyone knows how important it is that children should read good books, but perhaps we hold the secret of how to get *many* good books read and *known* in school hours.

We recognize that children have naturally astonishing power of attention. That they attend to what appeals to them, that is to whatever offers the nourishment their minds require. That mind requires a "mixed diet." Therefore, they should have a varied, liberal curriculum. That mind does not assimilate bare facts (though these may be memorized), but requires its proper "diet" to be served in literary form. Therefore, school books should have some literary value. That hard words and new names present no difficulties, for children have a natural pleasure in acquiring their own language. That *self-education* is the only education. Therefore, for children to master certain pages from their own books at a single reading makes for rapid progress, and the possibility of covering much ground.

The *single reading* is the condition upon which it is possible to give entire attention.

But children may listen to lessons or read their own books, and yet not *know*, because "the mind can know nothing but what it can produce in answer to a question put by the mind to itself." This question is, "What comes next?" which children unconsciously put to themselves in the act of narrating.

Therefore, this act of narrating becomes at the same time

the act of *knowing* on the part of the children without which their lessons have little permanent value, useful as occasional oral lessons are in introducing a subject, elucidating points, and summing up. Children taught in this way write good forcible English with freedom, and spell well on one condition—that so soon as they can read, they read their own books for themselves. The kindness of his teacher in reading his lesson to a child who can read naturally results in bad spelling.

Other governesses, many of them, I daresay, University women, master the instructions as carefully as do the elementary teachers, with the result of pleasing columns of figures in the examination reports, though I doubt if these teachers are as successful as you in enriching the lives and developing the characters of their pupils.

But let us suppose you sitting duly prepared, both in yourselves and in your children, how are you to approach the great adventure? You hear of old students in the North and old students in the West doing great things, but where is your chance? You may indeed be casting bread upon the waters, which will return after many days—when your pupils will work for the cause of education. On the other hand, you may be able to interest your "Postess" even while the war is making her life very full; she may invite educational people (school managers, inspectors, etc.) to tea and talk, and you may have a chance to tell some of the things you will hear from our dear Organizing Secretary, and, perhaps, to unfold some of our principles; perhaps she may make it easy for you to meet the teachers of such and such a school, or, or—one does not know what, but opportunities come to us when we are ready. However it be, I know you will not neglect to "feed My lambs" with the spiritual and intellectual food they are hungering for. A

very good friend of ours in Yorkshire calls those who carry our good news "apostles," and never was any cause more blessed in fervent and instructed "apostles" scattered far and wide. Go forth, prosper, dear friends, and may our God "establish that thing which He has wrought in us."

DISCUSSION.

Miss Pennethorne was chairman in the place of Mrs. Hughes-Jones, who was unfortunately late owing to an air raid which delayed her train. At the chairman's suggestion a message of thanks was telegraphed to Miss Mason from the thirty-two students and ex-students present. Then methods of getting into touch with elementary school teachers were suggested. It was recommended that we should wherever possible join the Workers' Educational Association and also the National Federation of Women Teachers. It is rather difficult to be elected to the latter, but where there is a will there is a way. The general opinion was that we must influence the *teachers*, and that is best done by making friends with them, remembering that they are generally very highly educated women. We must go slowly; taking our opportunities, but not forcing them.

The spelling in the P.U.S. caused, as usual, a warm discussion. The general opinion was that the cleverest, most P.N.E.U. child, was generally the worst speller; that the spelling in the P.U.S. is weak; but it seems to be a universal difficulty; one of us had been to an educational conference where it had been seriously suggested to give up all attempt at teaching correct spelling!

A student present complained of the harm done to the P.N.E.U. by the untrained teacher, but the general opinion was that this was not so; that were it true, the P.U.S. as a whole could not be as successful as it is.

Then "discussion lessons" came up. An instance was given where children of the P.U.S., having read some of Lamb's Essays by themselves, had a lesson in which they were allowed to discuss and criticize the Essays they had read. Was this allowable? The general opinion was in favour of it, if time allowed, but to beware of the danger of allowing discussion in ordinary "read and narrate" lessons.

Another student said she noticed that P.U.S. children did not read in the holidays; this may be because they read so much in term time. P.U.S. children always continue their reading, particularly when they leave school. There were a few complaints at *always* having Scott's novels. It was suggested that there are other very good historical writers, that the children are overdosed with Scott, and that it is a pity his novels should be turned into "lesson books." There are lists of novels to be obtained arranged in chronological order, or in Murray's history (and others) lists of novels of the period are to be found at the end of each chapter.

Next were discussed the "discoveries" of the P.N.E.U. in education. Which part of our philosophy, of our teaching, is a discovery? How do our children's upbringing and education differ from that of others? No very satisfactory summing up was reached, unfortunately. Much is contained in the well-known maxim, "The child is a person"; but it was not felt that this was sufficient to impress an inquirer asking: "But how exactly does this method differ from others?" Perhaps students will give some thought to this question, so often asked, and send up to the Editor a short, clear, comprehensive sentence which will answer it. We groped after it. Other educationists deal with the body and the intellect, and theo-

logically with the soul; we try to open doors for the *spirit*. We should all try to have the unlimited faith in the spiritual greatness of all children that our Founder has, and see that we leave them filled with moral and mental enthusiasm to face the world. Miss Parish spoke of the difference in the atmosphere of a P.U.S. school and any other—of how unresponsive an ordinary school child is compared with the busy-minded, enthusiastic P.U.S. child.

Then Miss Parish told us of the work of students in connection with the elementary schools. She told us how hard and patiently Mrs. Steinthal had worked for years; gradually winning the friendship and confidence of the teachers of Bradford. Then Miss Drury came, and the wonderful experiment of Miss Ambler, of Drighlington, began to bear fruit. Then in 1916 was the reading of Miss Ambler's paper that we all know now so well; Miss Faunce read it, taking infinite trouble to find out all about the writer of this paper that she was to read. Then came a time of difficulty; Miss Drury again gave holiday lectures; Miss Parish went to Miss Mason for directions how to undertake the great campaign. How thorough the campaign was to be may be gathered from the following directions given to her: Send pamphlets round (5,000 sets have been distributed since last November!); try to visit schools; enlist the sympathy of the County Councils—of newspaper editors—get reports of the P.N.E.U. into the papers—cultivate inspectors—get to know teachers—invite them to tea—etc., etc. Among students who have helped are Mrs. Pringle, Miss Allen, Miss Kitching and Miss Bernau, Miss Eleanor and Miss Edith Frost, who got up meetings near Bristol, where good work must in time bring forth good

fruit, though there is still much hostility. It was at a meeting here that the Drighlington examination papers were declared to be "impossible," for no child could have written such wonderful answers! Then Miss Butler and Miss East have done good work at Reigate; Miss J. R. Smith got twelve teachers to a meeting in Yorkshire; Miss Gertrude Bell and Miss Cooke have also worked hard; and others who have not helped directly are doing wonderful work indirectly. For instance, the good done by a visit of an "inquirer" to a school like Miss Goode's is apparent at once. And Miss Pennethorne's move to Hastings will also spread the P.N.E.U. influence. Of the wonderful work done in Aberdeen and Edinburgh by Miss Moffatt, Miss Strachan and others, there is an account given elsewhere and space forbids more being said here.

All this shows us that we can *all* help, in our different ways; also that no one else can do it as we can. Any student who feels she might be able to get up a meeting, may depend on help from the P.N.E.U. Committee, but she must be prepared to give time, energy, and hard work, as there are few things more exacting than the getting up of a successful meeting.

OUR CHILDREN AND THE WAR.

My object in writing this paper is twofold. First, I want to crystallize what are my own ideas about the relations which may be set up between our children and the war that is now the greatest living interest of every English-speaking person; and secondly, I want the help of your comments and criticisms that we may do our share in ensuring that such relations shall be for the children's lasting good.

We are now nearing the end of the third year of the war, which the most optimistic of us thought could only last months. Naturally our point of view has changed enormously in that time. Time has clothed and draped the horrors of war now so that we feel we can handle them more or less quite comfortably. We can join societies, and save for the War Loan, and eat less bread, and at the same time enjoy the summer and get some new clothes. Think back to that first awful August, when we read of the invasion of little Polish towns, of the siege of Liège, of the slaughter of Dinant. Think of the first illustrations we saw of the battle-fields in France; of Battery L of the R.H.A.; of the nightmares we had when we realized that men, Christians, human creatures who had sworn to love their wives and cherish their children, were tearing each other's bodies in pieces, and going mad with a madness far worse than any hydrophobia. How quickly the first lists seemed to come. The tale of dead and wounded began at once. It was so awful we felt we had no right to be here at all, no right to be tired, or sleepy, or hungry when so many suffered so much, and we could not help them. A passionate desire for renunciation filled us, let it be what it might, but let us somehow try to share what we could not alleviate.

And then there were the war maps. How we watched the line and stuck up flags, and wondered while we traced the steady advance of Germany which all the sacrifice of so many seemed powerless to check. Then we listened to tales of strategic retreat, and pondered the campaigns of the Peninsular War, and searched among the political reports for the sign that should tell us a Wellington or an Alexander had arisen to lead our armies.

Then the fleet engrossed us, with the aid of Rudyard

Kipling; and with keen interest we lived the life of a mine-sweeper or a submarine.

And all the time our fingers never ceased, and sock after sock, or muffler after waistcoat, filled and in some way stifled our unthoughtful hours. How gladly we welcomed the chance of being kitchen orderlies, or dressers, or patrols, or canteen servers!

And now? Well, it is different. We have learnt to live at war. We now control our emotions. We know batteries are destroyed, and shells fall in dug-outs, but we do not visualize them any more. Our streets and lanes and trams and trains are crowded with men in blue flannelly trousers with slings or one foot, and we talk with them or move away without our eyes being full of tears as they were three years ago. It is not that we care less, but that we care differently. We think about the situation in Russia or Greece, and the Irish Convention and the economic problems and the labour unrest, and realize in a wondering way that all these came out of the war, and are still part of it, as we are ourselves.

And our activities have widened rather from socks. We are secretaries in agricultural schemes. We have regular days at hospital depôts or khaki clubs. We have learnt to drive motors, or to milk, or to make bread, and cheerfully we never take sugar in anything. We have our days for visiting soldiers' and sailors' wives and families, and we work on allotments and give advice about War Savings Associations. Daily we hear the "Peace bell" rung, but the prayer we then send up is more mechanical than it was two years ago, because really 12 o'clock is a very busy time.

But you will think I am not talking about the children. No, but I am thinking about them. And first I wanted to take you through more or less our own mental processes in

these three years, the better to be able to follow those of the children.

It was the suffering, surely, that touched us first. So it was with them. The first games were the wounded and the Red Cross nurse, and the field dressing, and the joys of bandaging. And then the horror of realization that it was not a far-away thing; it was a real thing; that people they knew were hurt and lost and gone for ever from their ken. There was the suffering that they only guessed at from the black frocks in the streets and the voices of people who talked to each other, but not to them.

There was the utter bewildered astonishment when the first account of "gassing" came to us, and we heard how the German prisoners had laughed at the agonies of the English, coughing their lives away under the deadly fumes. Was there a God in heaven that such things were? What did we say to the children in that agony of perplexity? What did we say to ourselves? I think it was rather what they said to us. The greatest comfort I had through the awful summer of 1915 came from the prayers of a little child. Her daily petitions, first, that the Germans might use no more gas, and next that the English might never imitate them, were the holiest expressions of God's Power I have ever heard.

I think, then, the human suffering of the war touched the children in a threefold manner. Through their imaginations, as a thing that could be played, but never seen; then as something actual and interesting, in the wounded men in hospital, whose wounds are always so much better and are therefore more amusing than pitiful; and then in the realization of personal loss, with a sorrow that still has joy in it, for the bravery of the life given, and the hope of that better army which has been entered.

I cannot decide if the desire to help or what I call the intellectual interest comes next. I think it depends so much on character. The active motherly little maiden wants to help first; the child whose brains have outstripped her fingers wants to study maps and keep a war diary. And after a little adjustment the two continue side by side. It is beautiful to hear the children making themselves pleased with War Savings Certificates instead of birthday presents, and giving up all thoughts of motor excursions and expensive pleasures cheerfully, with the feeling that it is their bit. The food question has touched them very closely. As far as possible our own children have not suffered from war bread rash, and the inability to get sugar, as have the children of the poor, where in some districts whole streets have had a sort of eczema brought on by what the miller puts in the flour. But they have heard it discussed at the family luncheon table *ad nauseam*, with the result, in some cases, that they cut down their bread ration by half, and have to be persuaded to eat a sufficiency. I should like to sound a note of warning here to parents and housekeepers not to discuss their difficulties and the contradictory mandates of the Food Controller too freely before the children. It is little use telling a sensitive, imaginative child that growing children and labourers require a full ration. They take the words of posters and proclamations literally to themselves, and feel that this self-denial is their bounden duty, and we are but thwarting their patriotism when we cut a thick slice or insist on a second piece.

And this gardening: is it not ideal? To make two blades of corn grow where one grew before; to make two rows of potatoes grow in what was formerly a dogs' playground; is it not to feel we are helping in the work of feeding the

nation? Is there not something divine as well as ideal? The aim cannot be too high for a child, and there is balm for many an aching back in that thought of two blades of corn. I don't suppose they will tell you so. I daresay there has been much grumbling about digging and hoeing, and without doubt cabbage and beet have been called dull; but I am sure if you have given the right idea it will be still there, leavening the selfishness or laziness of your child's nature with its inspiration. A little girl of ten once said to me: "I do so enjoy rendering personal assistance." I laughed, and said: "I suppose you mean helping." She said: "Yes, but I like the sound of it my way better." She was a pedantic, rather priggish child, with a loving little heart rather overgrown with long words and elderly ideas, but I know to her "rendering personal assistance" did mean more than "helping."

And here I should like to say to those who feel their pupils (or themselves) do not show this patriotic self-denial and enthusiasm that I have drawn, don't be disappointed. Remember, it is natural to children to rejoice in the good things of life; to enjoy food and pleasure, and to avoid care and dullness and anything that looks like taking life seriously. Remember, we are sowers only. To others comes the reaping. In days to come it may be shown us that we sowed better than we knew. And if we feel disappointed let us remind ourselves the harvest is not yet.

The intellectual interest is so excellently catered for in the Parents' Union School that I need say very little about it. The children love the map and the war diary, with its newspaper cuttings. They love the special books, like *Tales of the Great War* and *Why Britain Went to War*, and it is of the greatest help and interest to them to compare and contrast Napoleon in Egypt with us in Mesopotamia; his

treatment of Prussia, and the present condition of Belgium; or, more absorbing still, the contrast between the French Revolution and the Russian Revolution, or the state of Ireland in 1821 and to-day.

That brings me to my last heading: "What shall we bring near to the children, and what shall we keep away?"

I think we must first bring all those stories of personal bravery, of great enterprises nobly carried out; the stories of brave women and of chivalrous men that abound in every newspaper we open, every report or book we read. I think we want to make children more pitiful and more practical, so we must let them know about the sadness of maimed lives, and to a certain extent the suffering that our soldiers go through for our sakes. But I do not believe any healthy result is attained by harrowing the children. I consider we do wrong to tell them of brutalities in the German treatment of Belgium or France, or let them know too intimately of hardships and sufferings they are powerless to mitigate. Sometimes a little plain speaking is necessary to make them realize that work with a Red Cross unit in Serbia is not a picnic by any means; but having done that we do not dwell on its ugly side.

Then I think we should bring near the historical parallels as far as we possibly can. We have been working with Napoleon and Alexander the Great this term. We have followed with the keenest interest their conquests of their worlds. We have also studied the downfall of the Kingdom of Judah, and of the Empire of Babylon, and have stopped to think: Are such things happening in Europe to-day?

It was one of the most arresting of Lloyd George's thoughts in his speech at Glasgow on Saturday that the war could not have happened had the nations of Europe been governed by democratic governments; and that the

Republican countries, excepting France, who could not help herself, were the slowest to enter the contest.

Let the children ponder that thought. We are passing out of the nursery age of government by a kind, wise, all-powerful autocrat, to the school age where "work by one for weal of all" is the motto, and the community is the goal of the individual. The public school boy plays for his side; the nursery child for himself or his friend.

We are all familiar with the idea that the life of a child is symbolic of the life of the race. Does not the development of the different crises in the nations of Europe bring that home to us as never before? Then having learnt that lesson of slow yet violent development—not easily nor readily—we then help the children to perceive, dimly perhaps, the meaning of the changes that are going on around them. I don't think that's the sort of thing to be taught in a lesson; but having thought out some logical parallels ourselves, we can discuss and enlarge them with the children, when some new problem is brought to us for solution. And I think it is a good plan to direct their thoughts more to the big issues than to let them feel only the small ones. The greatness of the war is better for them than the sadness. And I think this national development is one of the great issues. They are all around us, in the country and the town, expressed in hundreds of different ways. Let them be known and talked about. The shortage of agricultural labour, the high wages, the dear food, the extravagance and waste among those who have scarcely had a sufficiency before and now find themselves affluent.

Explain that the unthinkable thing really is, that there are people who are getting rich on the war, and would regret its speedy close. It is a shock to realize it, but the thing is there, and our children will live more in the world

than we have done ourselves, and it is right they should realize what the world is, not what we would have it be, that their resolution may be strengthened to make it that fair and worthy place all men desire.

When they cry out against the injustice of life, the misery of war, the cruelty of man, tell them that the future is theirs. The regret of yesterday is the hope of to-morrow.

Let them hear about labour unrest and shortage of coal, and dear food and new-ploughed pastures, and crèches and play-centres; and realize that it is the octopus of war whose tentacles men try to sever one by one.

And yet let them always feel with you when your gropings and questionings are finished, that your faith still is—

“God's in His Heaven,
All's right with the world.”

E. C. ALLEN.

DISCUSSION.

The Food Question and Rationing for Children.—The general opinion was that in all possible cases the household should be rationed, and not the individual. Also that since older children generally take an interest in rationing, they should be allowed scope. For instance, it will not hurt anyone to give up bread at luncheon. There should not be too much talk about food and rationing difficulties in front of children. This sometimes results in a morbid child refusing to eat enough. Miss Allen's suggestion about “profiteering” was not approved of. It was considered best that children should not know that anyone could be so base as to wish for a continuation of the war because of his profits from it.

The War Diary.—Some children have kept charts, like the usual history charts, of the chief events of the war,

giving a page to a year. Another child who has a brother on the Somme and another in Mesopotamia, keeps a very full diary of events in those two places, with pictures, etc. The diaries have often been most faithfully kept by children entirely “on their own.” The war diary is really only the “current events” of pre-war days. Some children seem to make it up daily and others weekly, with equal success.

Children and Labour Problems.—This subject of discussion was hardly touched on. One student said she considered that there was a danger of allowing children to be exploited, and so spoil the unskilled labour market. To remedy this she suggested that children should be paid for unaccustomed work according to their ability and the market rate of pay. But most of us dissented, considering that voluntary work was best. Time unfortunately did not allow of further discussion of how to introduce the subject of Labour Problems to our children.

The meeting was brought to a close by a telegram of good wishes from Miss Cooper and Mrs. Bellerby. Then Miss Esslemont, our chairman, presented an electric tea kettle to Miss Evans and Miss Faunce from the Association as a small token of our gratitude to them in allowing us for so many years to use their house for our meetings.

The meeting then broke up, many of us going on to 50, Porchester Terrace, by Mrs. Franklin's kind invitation. Here we had a very enjoyable tea and talk in the delightfully shady, airy garden.

The following students were present during some part of the day. Some may have been there whose names will not be found below. Will they kindly forgive the unintentional omission?

E. Armitage (1898), F. Armitage (1898), Bernau (1894),

Brockman (1917), Butler (1917), Curry (1912), Claxton (1914), M. Conder (1896), Coombes (1917), De Putron (1917), Evans (1899), East (1910), Mrs. Esslemont (1903), Faunce (1899), El. Frost (1912), Flewker (1896), H. M. Fountain (1902), Fellowes (1909), Gray (1896), Mrs. Hall (1899), Haggie (1908), Mrs. Hughes Jones (1898), Hart (1907), Heath (1902), W. Kitching (1894), Lewis (1917), Mackie (1912), Moore (1917), McLeod (1914), Parish (1902), Pennethorne (1898), Mrs. Pyper (1904), Parsons (1909), Rope (1917), Mrs. Rothera (1904), Thorpe (1918), Mrs. Tovey (1898), B. Vine (1914), P. Wilkinson (1911), R. Williams (1901), Wix (1903), Young (1906).

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